

Inspection of Fen Drayton Primary School

Cootes Lane, Fen Drayton, Cambridge, Cambridgeshire CB24 4SL

Inspection dates: 8 and 9 May 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud of being at Fen Drayton Primary. This is helped by the school forming an integral part of the local community. Pupils are polite and respectful to adults and to each other. They enjoy coming to school to learn. Pupils feel safe as a result of the culture of support and kindness.

The school has high expectations for pupils. It is ambitious for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Established routines from the start of early years ensure that children listen carefully and share their ideas. Pupils engage in their learning and behave well. This includes reading, which pupils particularly enjoy. They independently exchange their reading books for new ones from a well-resourced library.

Pupils benefit from the opportunities that they have to develop their leadership skills. Year 6 pupils demonstrate their community spirit by carrying out duties around the school, such as helping to clear the hall after lunch. Year 5 pupils act as sports leaders and support activities at lunchtimes. The newly formed and elected school council provides its well-considered views of how to improve the school.

What does the school do well and what does it need to do better?

The school has put in place an effective curriculum since the previous inspection. This logically sets out what pupils will learn and when they will learn it. For instance, this includes the important subject-specific vocabulary that pupils need to know. The curriculum in early years carefully links to key stage 1. This means that pupils achieve well and produce high-quality work. There are a number of curriculum leaders who are new to leading their subject. This has led to assessment processes not yet being fully developed in some foundation subjects. Class teachers identify where pupils' knowledge is less secure; however, subject leaders do not yet routinely use this information to adapt the curriculum.

The careful planning of the curriculum supports teachers to deliver lessons well in most cases. Staff have strong subject knowledge. This helps them to present information clearly to pupils. Because of this, pupils gradually build on what they know. However, particularly in aspects of writing, the curriculum is less consistently delivered. Some staff routinely teach different styles of writing such as formal writing, play scripts and stories. However, sometimes, this is not done well. Some pupils have gaps in their knowledge, for example in their use of grammar. This means that pupils do not always make as much progress in their written work as they might.

Early reading begins at the start of Reception. Children learn their sounds quickly through the consistent and effective delivery of phonics. Staff identify pupils who fall behind and provide effective support to help them to keep up. Books match the sounds that pupils know. This helps them to improve their fluency in reading. The broad range of books used in guided reading helps to develop pupils' wider

awareness of issues such as diversity. For example, as a result of reading one text some pupils are organising an Africa day in school to raise money for charity and to raise awareness about how others are less fortunate than themselves.

The school has an effective process in place to accurately and quickly identify any additional needs that pupils may have. Staff use information and the training they receive to make appropriate adaptations to help pupils with SEND. As a result, these pupils receive the right support that they need to learn well.

Pupils show positive attitudes to their learning. This is a result of the school setting out clear expectations and routines from the start. For example, in Reception, children learn how to take turns and to share as they engage in a range of well-thought-out activities that develop their interest in the world around them. Year 6 pupils proudly act as buddies to children in Reception to help support them and model routines.

Pupils' attendance levels are high. Robust systems mean that any attendance concerns are followed up quickly. The school provides helpful support to families when there is a need to improve attendance.

A carefully considered personal, social and health education programme helps pupils to develop a strong understanding of discrimination. Pupils have a strong belief that 'everyone should be treated equally'. Themed days develop and broaden pupils' knowledge of other cultures and religions.

The committed governing body works to ensure that pupils receive a high-quality of education. Governors have an accurate view of the school. They use this to provide effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school is not yet consistently using assessment to inform the development of the curriculum. This means that areas of the curriculum where pupils are performing less well are not being routinely addressed. The school must ensure that all subject leaders have the necessary training and processes in place to support them in the strategic use of assessment information to improve progress for pupils.
- There is not a consistent approach to the planning and teaching of aspects of writing across the curriculum. This means that some pupils have gaps in their knowledge, for example in their use of grammar. The school needs to ensure that

there is a consistent approach to teaching aspects of writing across the curriculum so that pupils make even more effective progress.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110606
Local authority	Cambridgeshire
Inspection number	10288426
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair of governing body	Ruth Dunleavey-Routh
Headteacher	Nina McQueen
Website	www.fendraytonprimary.co.uk
Date of previous inspection	7 July 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education.
- Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives into these subjects: early reading, mathematics, computing, and design and technology. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and spoke with pupils about their learning and looked at samples of their work.
- The lead inspector also visited lessons in some other subjects.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors viewed a wide range of documents provided by the school and observed pupils' behaviour around the school and in lessons.
- Inspectors discussed with the school its provision for early years, pupils' personal development, and for pupils with SEND, and behaviour and attendance.
- The lead inspector met with four members of the governing body.
- The lead inspector met with the school improvement partner from the local authority.
- The lead inspector considered the 58 responses to the Ofsted Parent View survey, including 53 free-text comments. He also considered the 15 responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.

Inspection team

Wayne Jarvis, lead inspector

Ofsted Inspector

Ania Vaughan

Ofsted Inspector

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